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AUTHOR Poulsen, Erik
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ABSTRACT

In this pilot project, nine pairs of Danish teenagers with different levels of English proficiency were observed and of these three pairs were studied in greater detail, as they worked on English writing assignments on a word processor. The approach used in gathering data was based on video recordings using a split-screen technique. Half the screen showed the progression of the written text, while the other half showed what the pair of students were saying and doing. Included are a table showing when each pair was observed, their grade and English proficiency level at the time of observation, a thorough description of each assignment, observation "notes" on the work done and the students' collaboration, the final texts produced by students, a summary of the students' work, and an analysis of the difficulties perceived by the students while formulating the written text in their collaborative processes. (AB)

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ED 362 069

Erik Poulsen: Analyzing collaborative writing processes from split-screen video recordings

The present study may be characterized as exploratory and interpretative in nature[1], and over the years it has gradually developed from a broad investigation to a more narrow one. So the aims have changed from: *to contribute to an increased insight into students' collaborative writing processes to 1) a comparison in the collaborative writing strategies of different pairs of students at an intermediate level and 2) an analysis of difficulties at the local level (sentence level and below) as perceived by the students when formulating written text in collaborative processes.*

The project is still in progress, but at present I am about two thirds into it. I have concluded a pilot study and the collection of data, and I have published various progress reports and articles.[2] Furthermore I have started on the analysis of the main part of the project.

The research design for the collection of data may be characterized as quasi-experimental. The students were teenagers at an intermediate level, and the data collected were primarily of a qualitative nature.

In gathering data I adopted an approach based on video recordings using a split-screen technique. Half the screen showed the progressing text, while the other half showed what the pair of students were saying and doing. In this way the pair writing was recorded with the students using word processing, and the special technique displayed the collaboration of the students and the creation of the text simultaneously.

Nine pairs were selected to represent the variation normally found at this level. Three of the pairs were recorded twice with a year's interval, so twelve recordings were produced. The table gives an overview of the distribution of the pairs and includes an indication of their writing ability, the various writing tasks.

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[1]See: Glaser, B. G. & Strauss, A. L. (1967): Discovery of grounded theory: Strategies for qualitative research. Chicago: AVC.
Grotjahn R. (1987): On the Methodological Basis of Introspective Methods. In Færch, C. & Kasper, G. (eds.): Introspection in Second Language Research, Clevedon, Avon: Multilingual Matters Ltd s. 54 - 81.
Patton, M.Q. (1980): Qualitative Evaluation Methods, Beverly Hills: Sage Publications.

[2] E.g, Erik Poulsen: Writing processes with word processing in teaching English as a foreign language. Computers Education, Vol.16, No.1, 1991, pp.77-81.

FL021565

VIDEO RECORDED CASE STUDIES
(12 RECORDINGS INVOLVING 9 PAIRS OF STUDENTS)

DECEMBER 1986:
PAIR 1 (MIDDLE) (Pamela and Peter) CLASS 9
CONTINUED STORY: Xmas

MARCH 1987:
PAIR 2 (LOW) (Betty and Billy) CLASS 9
PAIR 3 (HIGH) (Ann and Allan) CLASS 9
PAIR 4 (HIGH/MIDDLE) (Dawn and David) CLASS 9
WRITING A LETTER TO PEN PALS

JANUARY 1988:
*PAIR 1 (MIDDLE) (Pamela and Peter) CLASS 10
*PAIR 2 (LOW) (Betty and Billy) CLASS 10
LETTER WRITING: HAVING A SPASTIC CHILD

MARCH 1988:
PAIR 5 (HIGH) (Gary and Kevin) CLASS 9
PAIR 6 (MIDDLE) (Ted and Terry) CLASS 9
PAIR 7 (LOW) (May and Margaret) CLASS 9
IMAGINARY NARRATIVE: STRANGER IN A STRANGE COUNTRY

MARCH 1989:
*PAIR 5 (HIGH) (Gary and Kevin) CLASS 10
PAIR 8 (MIDDLE) (Ted and Tina) CLASS 10
PAIR 9 (HIGH) (Sandra and Susan) CLASS 10
EXPOSITORY WRITING: HUMAN RIGHTS

* *Shows the second recording with the pair*

Besides the video recordings I also collected data of 1) observations of the process, 2) immediate retrospection as focused interviews, 3) notes written on paper, 4)drafts as data files, and 5) background information about the students supplied by their teachers.

The analysis of the data will be of an interpretative nature, and the preliminary results will focus on the pairs' different processes and strategies in their collaboration. The processes consist of their production and structuring of ideas, and their production and revision of texts. Also the analysis will focus on their problems during the writing and revision and their degree of success in improving the quality of their first drafts.

1: THE VARIATION IN COLLABORATIVE WRITING STRATEGIES

In the initial analysis I found a noticeable variation in the writing strategies of the various pairs, which I shall attempt to display by the following three case studies.

CASE ONE

Sandra and Susan were 16 and considered students above average in English. They had had 5 1/2 years of English at school.

Their teacher created the writing task, which concluded a period during which they had worked with the theme of Human Rights across various subjects.

HUMAN RIGHTS

You have now studied Human Rights for some time. Use a theme from the texts, films, pictures and lectures as an inspiration to write

- A composition in which you discuss the theme you have chosen

or

- A letter to the editor

or

- A letter to a friend

or

- A short story

or

- A diary

or

- A poem

Perhaps these words will help you:
rich / poor oppression / freedom black / white
freedom of speech equal rights racism religion
civil disobedience violence secret police ANC
apartheid tolerance / intolerance torture
man / woman refugee majorities /minorities

THE PROCESS

Collaboration/Interaction

Susan was best at typing and word processing, so they had decided beforehand that she was to be the keyboard operator for the whole task. Sandra, on the other hand, adopted the role of manager. Most often she took the initiative and kept them to the task. She wrote down key words during the initial planning, looked up words in the dictionary, and she made most of the initial proposals.

Susan, however, frequently improved Sandra's proposals or had her own proposals, which were often of a better quality than Sandra's.

Pre-writing

They did preliminary planning for 10 minutes, during which they showed a fine awareness of writing demands and worked systematically. They spoke Danish, but wrote down key words in English.

After having considered the various suggestions in the writing task, they chose to write the text as a short story. Sandra wanted them to use first person narration, but Susan instead proposed third person narration with a parallel structure. They would start by telling about the black boy and then change to writing about the white one. For each paragraph they would change from one character to the other. Sandra agreed enthusiastically.

Then they discussed the setting for the story where they preferred South Africa to Chile, as they felt they didn't know enough about Chile. Sandra thought that they should pretend that they were "a little black one living in Hometown", but Susan did not accept this. Next they changed to brainstorming on the setting of the story. A number of details were brought up, some of which were rejected.

As a summary of their discussion so far, Sandra started to write down some key words on paper. They didn't look at this list later while writing, but they included all the points, although not in the same order.

Other aspects that they discussed were names of characters, which tense to use, title and subtitle. As they couldn't find a suitable title immediately, they used the headline from the writing task, and added a subtitle after having written the whole text.

Sandra finally suggested that the text should be a sort of fairy tale. Susan accepted the idea with some hesitation.

Writing

They spent 2 hours 12 minutes producing a text of 660 words.

Human Rights in South Africa.
Different Worlds.

Once upon a time there were two 1o years old boys living in the same **country**. Between their homes there were about 7 miles but the boys had never met.

It was cold and dark. **Sumo** was freezing and very **hungry**. His mother coughed and his little sister was whimpering. Sumo couldn't sleep. He had been trying to get some food all day but it hadn't **succeeded** him. He should had been in school today but his mother was so sick that she **couldn't** work. He looked at her wrinkled face with a feeling of love and sadness. You wouldn't **belief** that she was only 30. The hard work, the ramshackle hut and the being away from her beloved husband had made her old and tired.

It was very hot in **Carlos** bedroom. He couldn't sleep. He heard his **babysister** crying and the **nannys** feet on the stairs. Sometimes he **wished** that he was a little boy again so Nanny also would comfort him at night when he couldn't sleep. Nanny was the one he connected with a mother. His real mother was a **beautiful** little woman but he didn't knew her at all.

It was very early in the morning. Sumo was leaving his home on an empty **stomach**. He had to find a job for the day so his mother and sister could get something to eat. He went to the outskirts of the black area and went into the white town. Sumo looked at the white men at the other side of the pavement. He **tried** to find a nice and friendly looking man who could give him a job. Then he saw a tall man with a little dog. Sumo was very scared of dogs but the man had a peaceful face. Sumo walked **hesitating** across the street. "**Excuse** me mister, you job for me?" Sumo didn't **finished** the **question** before the little ugly dog started barking. Now the mans face turned to red. He shouted at Sumo on **africaan**: "Get away from me you dirty little black moron!"

Sumo ran. He felt angry and humiliated. Was he less than a white boy? Sumo didn't knew and he didn't thought that anyone could answer that question.

The driver had **already** started the car. Carlo was tired but he took his bag and went to the car. Five minutes later the car stopped in front of Carlos school. He was late so he ran to the classroom. The lesson had already started and the teacher got very angry at Carlo. Without any **excuses** he hit Carlo. Carlo started to cry. He had never been so humiliated before in his life. And that in front of his friends. He would make sure that his father would dismiss that stupid teacher.

Sumo arrived breathless to the **school yard**. But there were no school. Only burnt wood and some bricks were left. He saw some of his friends standing in small groups. **Suddenly** he heard the sound of his nightmares. The wailing **police cars**! The children started **screaming** and tried to hide themselves. The police started shooting.

Carlo was disgruntled. He thought that it had been such a terrible day. His friends had been **teasing** him all day so he was in a very bad mood. Carlo walked down the **main street**. The **benches** on the pavement were **naturally reserved** for white. But there on the next bench an old black woman was sitting. She was tired. Carlo felt the anger grow inside him. How could this **second-class** woman be so **disrespectful** to sit on a white bench! Carlo rushed to the old woman and stated to yell at her. But as the woman didn't moved immediately Carlo started to hit her. She **screamed** for help but no-one **noticed**. Only a **business** man said: "Stop that **noise**!" But Carlo hit and hit until he saw the red blood drip from her face.

Corrections of spelling checker: 34 (words in bold letters)
Correct suggestions: 27. The words and phrases underlined are the ones that the students felt might be wrong (as expressed during their immediate retrospection).

They started by writing "Once upon a time". Then they found that now they had to write in the past tense and not in the present as they had decided when they were planning. After this they forgot everything about the fairy tale aspect.

They planned their formulations mostly at sentence or clause level, generating proposals for ideas or text in Danish. They agreed or revised the proposals and suggested transformation of Danish formulations, or they formulated the text directly in English. Finally they evaluated the proposals, accepting or revising them, and then they started writing down. Susan wrote and Sandra proofread and consulted dictionaries when necessary. Occasionally they also used the spelling checker for individual words and twice for the text they had written so far. Altogether they consulted the dictionary 21 times and their grammar notes four times.

Post writing

They revised the text for 36 minutes. Writing the subtitle took 4 minutes, a spelling check lasted 9 minutes, which left 23 minutes for their own revision which consisted of proofreading at word level.

CASE TWO

Pamela and Peter were 15 and had had 4 1/2 years of English at school. They were both considered average students in English.

The writing task

Choose beginning A, B or C and write the rest of the text.

A

CHRISTMAS.

Mankind has a lot of stupid habits - and Christmas is one of them!! During all of December people rush around like crazy buying silly presents they can't afford. And immediately after Christmas they are exchanged for other things.

Oh, no - not again!! This time I wanted to do something different from eating too much rich food and feeling sick afterwards and all the rest of it. So I thought a lot about where I could go and what I could do, for of course the whole family would turn up at our house to celebrate Christmas. I decided that

B

Christmas.

There was only one week till Christmas, and I was totally broke and didn't know what to do. My unpaid bills had already formed a large pile on my desk, and each day added to the size of it.

My parents expected me to come to their house to celebrate Christmas, but how could I get money to buy presents for them? I couldn't possibly turn up without any. God - I really thought there was no way to solve it, but then

C

Christmas.

I shall never forget the nightmare that last Christmas developed into. Well, I really don't see myself as a coward, but what happened was simply terrifying.

It all started the day before Christmas. I had been out shopping for the last presents, so when I got home, I collapsed in the nearest arm chair completely exhausted. And then ... when I was just about to fall asleep, I heard a sound that seemed to be coming from

OF COURSE YOU CAN ALSO WRITE A COMPLETELY DIFFERENT CHRISTMAS STORY IF YOU PREFER THAT.

The task was to be performed in December, and the type is considered popular as a writing assignment. The different beginnings were meant to have a motivating effect and allow the students to have a choice. The narrative form intended to make the organisation of the text easy.

THE PROCESS

Collaboration/Interaction

They had never written together as a pair before and had only used word processing for compositions three times before, so both of them were inexperienced in typing and computer skills.

The girl was the active partner. She showed concentration, took the initiative, and did most of the writing. Also she looked up words in the dictionary, suggested alternative formulations, stuck to the task, and was most persistent in finding satisfactory solutions to problems. The boy was less motivated, made fewer suggestions, and wanted to get through the task as easily as possible. His positive contribution consisted of some ideas for the content, formulation of sentences, suggestions and correction in spelling, and technical assistance.

PRE-WRITING

Their preliminary planning lasted 10 minutes, during which they chose task B because it was "most fun". They did some silent reflection, but had no discussion of the task before they started writing.

WRITING

The text production lasted 25 minutes during which they wrote a text of 111 words.

Christmas.

There was only one week till Christmas, and I was totally broke and didn't know what to do. My unpaid bills had already formed a large pile on my desk, and each day added to the size of it.

My parents expected me to come to their house to celebrate Christmas, but how could I get money to buy presents for them? I couldn't possibly turn up without any.

God - I really thought there was no way to solve it, but then I decided to look for a job in the lokal newspaper. In the newspaper there were an advertisiment for help in the big supermarket. The job was to be a Father christmas, in the next week. I got the job, and I was told that I should talk with the kid's when there parent's was shopping.

My first day as Father christmas went quite well, I thought that it was a hard job. The children was very happy to sit on my knee, and tell me what they wanted for X-mas. Some of them was even more glad for the candy that I gave them. When the week was over I had enough money to by presentes, for my family. Even I didn't have any money in the begining, I end up with a great X-MAS.

They adopted a typical "and what then?" strategy, largely operating at sentence level. They planned the formulation of a sentence in English directly, often discussing several suggestions, and wrote down a suggestion when they had agreed on it. Only when they ran into difficulties using this strategy, did they fall back on using Danish and sometimes go

to a more global level, e.g., the narrative development. ("What is going to happen?" or "Is he going to have an easy or a difficult time?")

In the following table it has been indicated how long time they spent on planning and writing the individual sentences.

GLOBAL ANALYSIS OF THE PROCESS

(10 sentences / 111 words / duration: 25 minutes)

1. .. I decided to look for a job in the lokal newspaper.
   (? / 55 seconds)
2. In the newspaper there were an advertisiment for help in the big supermarket.
   (1 min. 30 seconds / 3 min. 5 seconds)
3. The job was to be a Father christmas, in the next week.
   (45 seconds / 2 min. 10 seconds)
4. I got the job, and I was told that I should talk with the kid's when there parents was shopping.
   (20 seconds / 3 min. 50 seconds)
5. My first day as Father christmas went quite well,
   (20 seconds / 1 min. 40 seconds)
6. I thought that it was a hard job.
   (25 seconds / 1 min.)
7. The children was very happy to sit on my knee, and tell me what they wanted for X-mas.
   (1 min. 20 seconds / 2 min. 15 seconds)
8. Some of them was even more glad for the candy that I gave them.
   (20 seconds / 1 min. 10 seconds)
9. When the week was over I had enough money to by presentes, for my family.
   (20 seconds / 1 min. 35 seconds)
10. Even I didn't have any money in the begining, I end up with a great X-MAS.
    (40 seconds / 2 min. 15 seconds)

They aimed at the final product right away and did a lot of revision during the writing. Frequently they jumped from one level to another. To get ideas for the next sentence they often read aloud the last part of the sentence they had just produced.

Planning the ending didn't start until after about 22 minutes of writing when they actually got to the final sentence. They probably felt that by now they had produced a text of sufficient length.

The production of the last sentence was a good example of their recursive procedure. They started by formulating three alternative suggestions in English, then they expanded the third suggestion in Danish, after which they made a fourth formulation in Danish. This was revised, agreed upon and written down. During this they combined suggestion number three and the ending of suggestion four. In between they corrected a few spelling mistakes, discussed first a lexical and then a

grammatical problem, ran into another lexical problem and finally discussed a spelling problem.

POST-WRITING

The only revision they did after having written the whole text was to do a spell check that lasted four minutes, and they corrected two mistakes.

CASE THREE

Ann and Allan were 15 and had had 4 1/2 years of English. They were both considered above average in English.

They had written compositions using word processing twice before. They didn't find it difficult to write compositions in English, but they felt lacking in typing skills, and considered it faster to write using a pen or pencil.

The writing task

Imagine that you are to write a letter to a pair of pen friends that you have corresponded with for a short time only. This time you want to tell them about some of the things you do after school and during weekends - besides doing your home work.

Some things you might tell about: interests - hobbies - sports - music - jobs.

Do not just mention as many things as possible, but try to make your letter interesting by telling why you do these particular activities.

The beginning of the letter has already been written for you. Write your version of the rest of it.

The Innovative Centre
5 Islevgaard Alle
DK 2610 Roedovre

Dear and ,

We are very sorry that we are so late in answering your last letter, which we enjoyed a lot. It was great fun reading about the way you celebrated New Year. We have been very busy for the last few weeks doing all sorts of things, and we thought that it might be a good idea to tell you a bit about what we do after school.

I tried to create a task of a familiar type that would have enough suggestions for the content, and I had expected the task to lead to a discussion on common and individual interests and planning of the organisation of the text.However, all of the three pairs who did this task quickly decided to divide the task by telling about their own interest in different parts of the text. This solution made things easier for the pair, and in hindsight it also seemed an obvious strategy to me.

THE PROCESS

Collaboration/Interaction

They took turns writing parallel texts, and both of them were very active, but Allan clearly dominated the process.

Pre-writing

They reflected on the task for one minute in silence, and then Allan wrote down the two names in the heading.

Interestingly enough, they chose Danish names which seemed to suggest that they viewed the task only as a linguistic exercise. It was fascinating to observe, however, that gradually they became so absorbed in the writing as a form of communication, that they even discussed the possible reaction of the imagined readers on the activities that they described ("Will they think we are nuts?")

After having written the names, they quickly decided that each of them was to write about their individual interests.

Writing

They spent 1 hour 39 minutes producing a text of 505 words.

The little time We have after finishing school and homework, we spend on a lot of different things.

I, Allan, spend two of my evenings on Latin on a course I am taking in the continuation school. Actually, I didn't know if I would like latin but my hole family, especally my grandfather (he is a retired incarnate latin teacher), told me that I would be a jerk if I did not take that course. Now I have not regret it because it is a very interesting language. The evenings I spend on this is monday and wednesday and apart from that I use an hour or two on preparation.

Tuesday afternoon I play the drums.When I was smaller I did not know whether I should play the trumpet or the drums, I do not remember why I chose the drums. Thursday I spend my evening in the Youth Harmony Orchestra, in the community where I live, playing percussion and eating cake. I have my own set of drums and I practice all the time I, my ears and my familys ears can tolerate it.

I am not doing any sports this year but I have played batminton for 5 years. I think I am doing enough physical activity when I am biking 12 km to school in the summer. In the winter I use to chase busses and trains on my way to school.

I have no job so my expensives are on a minimum, this is especially influating one of my other interests:going to the movies. Often my economy has the last word. Therefore I am not going to the disco I stick to privat parties.

Once and a while I play Dungeons & Dragons with a cople of my school friends. D&D is an american adventure game.

Ann:In the winter time I'm not very sporty, because the sports that I like are outdoor sports. These are tennis and windsurfing and as you can tell it would be kind of cold to do it in snow and ice. Now don't think that I'm inactive in the wintertime. For to weeks my family and I go on skiingvacation in Southfrance.I especially like monoski and moggles. In the summertime I also like long rides on my bike or to take walks in the forrest that I live by.Besides sports I like having friends over, or go visit them. When it gets to much just sitting at home we go to movies (this is my favorite interest). On Friday and Saturday nights we useally go to Fregatten (a great disco) or to parties some friends are having. To aford all this I have a job at the local supermarket, and it makes good money. When I'm alone I read or draw. I also have a great interest in music, I like Level 42, Mezzoforte, Al Jerraue and David Sandborn and other awesome funkers.

This is a little of what we use to do.

Happy Newyear,
Ann & Allan

Both were hesitant about starting to write, as they had done little initial planning, but Allan soon took the initiative. They adopted a strategy in which they took turns writing what gradually came to their minds. When one ran out of ideas, the other took over. In this way each of them had five turns.

The member who wasn't writing was reading the progressing text on the screen, tried to help when the writer ran into difficulties in formulation, and suggested corrections when he or she spotted mistakes.

They did not discuss the content, but there was an interaction as one was inspired by the text being produced by the other.

The member not writing was also producing his own ideas while waiting.

After a few minutes Ann started jotting down notes on paper,

an idea that Allan took up half an hour later. The notes consisted of key words and sentences.

As, little by little, they had more and more ideas for their own part of the text, they became more and more eager to get to the keyboard. A friendly competition developed, and it was characteristic that both expanded the texts they had already written. Actually they were the only pair observed who took so much advantage of the easy opportunity in word processing for expanding text written before. The other pairs inserted single words or perhaps a sentence at the most where as these two used more of a nonlinear procedure. The following table illustrates this dynamic development of the text.

PARALLEL TEXT PRODUCTION
(Numbers indicate expansion of text produced earlier)

Allan	Ann
	[Dear] Lars [and] Ulla, ... The little time We have after finishing school and homework, spend on a lot of different things.
I, Allan, spend two of my evenings on Latin on a course I am taking in the continuation school. (*1) The evenings I spend on this is monday and wednesday and apart from that I use an hour or two on preparation.(*7) Thursday I spend my evening in the Youth Harmony Orchestra. in the community where I live,playing percussion	
	Ann:In the winter time I'm not very sporty,because the sports that I like are outdoor sports. These are tennis and windsurfing and as you can tell it would be kind of cold to do it in snow and ice. (*10) (*3) Besides sports I like having friends over,or go visit them.
(*1) Actually, I didn't know if I would like latin but my hole family,especally my grandfather (*5), told me that I would be a jerk if I did not take that course. Now I have not regret it because it is a very interresting language.	
	When it gets to much just sitting at home we go to movies (this is

my favorite interest). On Friday and Saturday nights we useally go to Fregatten(a great disco)or to parties some friends are having. To aford all this I have a job at the local supermarket, and it makes good money.

(*3) In the summertime I also like long rides on my bike or to take walks in the forrest that I live by.
When I'm alone I read or draw.

(*5) (he is a retired incarnate latin teacher)

and eating cake. I have my own set of drums and I practice all the time I, my ears and my familys ears can tolerate it.

(*7) Tuesday afternoon I play the drums.When I was smaller I did not know whether I shuold play the trumpet or the drums, I do not remember why I chose the drums.

I am not doing any sports this year but I have played batminton for 5 years. I think I am doing enough physical activity when I am biking 12 km to school (*12)
I have no job so my expensives are on a minimum, this is especially influating one of my other interests: going to the movies. Often my economy has the last word.

(*10)Now don't think that I'm inactive in the wintertime. For to weeks my family and I go on skiingvacation in Southfrance. I especially like monoski and moggles.

Therefore I am not going to the disco I stick to privat parties. Once and a while I play Dungeons & Dragons with a cople of my school friends.

(*12)in the summer.In the winter I use to chase busses and trains on my way to school.

I also have a great interest in music. I like Level 42, Mezzo-forte, Al Jerraue and David Sand-born and other awesome funkers.

D&D is an american adventure game.

This is a little of what we
use to do.
Happy Newyear,
Ann & Allan

Post writing

The only revision they did during this stage was a spelling check that lasted 12 minutes. 23 mistakes were highlighted and 14 of these were corrected.

2: DIFFICULTIES

The second part of my investigation consisted of an analysis of the difficulties the students perceived at the local level (sentence level and below) when they were formulating written text in their collaborative processes.

In my analysis I wanted to identify what types of difficulties the students thought they had, how they tried to solve them, how successful they were in doing so, and how the difficulties that the students experienced compared with those that "experts" noticed. "Experts" selected for the analysis are a Danish experienced teacher of English, a native speaker and myself.

In the preliminary observations and analyses it struck me how much time and effort the pairs spent on formulations at the local levels (from sentence structure and levels lower than that). This observation has also been made in several other studies[3]. This led me to limit the analysis to difficulties of this type.

In identifying the difficulties that the students perceived I adopted an interpretative approach. I defined them as events in the process where negotiation about the formulation was needed. In other events proposals were immediately accepted. To classify the various difficulties I developed a list of tentative categories.

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[3] See e.g.: Matsuhashi, A. & Gordon, E. (1985): Revision, Addition, and the Power of the Unseen Text. In: Freedman, S.W. (ed.): *The Acquisition of Written Language. Response and Revision*. Norwood, NJ: Ablex Publishing Corporation and Smith, A.(1993): Teaching successful revision strategies in the ESL writing classroom. Paper presented at The TESOL Convention, Atlanta, Georgia 1993.

TENTATIVE CATEGORIES FOR THE ANALYSIS OF DIFFICULTIES AT THE LOCAL LEVELS

A: SENTENCE OR CLAUSE

1) Immediate proposal in L_2

1.1 Accepted

1.2 Revised

Type of change:

1.2.1 Paraphrase (change of formulation)

1.2.2 Reduction (of content and formulation)

1.2.3 Alternative proposal (change of content and formulation)

2) Immediate proposal in L_1

2.1 Paraphrase (change of formulation)

2.2 Reduction (of content and formulation)

2.3 Alternative proposal (change of content and formulation)

B: VOCABULARY

1) Immediate proposal in L_2

1.1 Accepted

1.1.1 Intuitively based on activation of inter language ("It sounds right, it looks right")

1.1.2 After consulting dictionary

1.2 Revised

1.2.1 Intuitively based on activation of inter language ("It sounds right, it looks right")

1.2.2 After consulting dictionary

2) Immediate proposal in L_1

2.1 Unknown word or phrase found in a dictionary

2.2 Paraphrase or generalisation used

C: SYNTAX

1) Immediate proposal accepted

1.1 Intuitively

1.2 Relating to meta level (rule)

2) Immediate proposal revised

2.1 Intuitively

2.2 Relating to meta level (rule)

D: MORPHOLOGY

1) Immediate proposal accepted

1.1 Intuitively

1.2 Relating to meta level (rule)

2) Immediate proposal revised

2.1 Intuitively

2.2 Relating to meta level (rule)

E: ORTHOGRAPHY

1) Immediate proposal in L_2

1.1 Accepted

1.1.1 Intuitively

1.1.2 After consulting a dictionary

1.1.3 After using a spelling checker
1.2 Revised
1.2.1 Intuitively
1.2.2 After consulting a dictionary
1.2.3 After using a spelling checker

2) Immediate proposal in L_1
2.1 Unknown word or phrase found in a dictionary
2.2 Paraphrase or generalisation used

F: PUNCTUATION

1) Immediate proposal accepted
1.1 Intuitively
1.2 Relating to meta level (rule)

2) Immediate proposal revised
2.1 Intuitively
2.2 Relating to meta level (rule)

3: PRELIMINARY RESULTS

So far I have only carried out a very preliminary analysis of difficulties ,which has included four pairs, two of which were cases two and three of this paper. The results showed that the students had most problems during the process within vocabulary and in spelling. In fact spelling was the most frequent category.

Most difficulties were solved intuitively, and at least two-thirds of the problems were worked out successfully. This seems to support the assumption that students tend to find acceptable solutions to the problems that they realise. At the same time their texts will have several minor and major mistakes that they are not aware of.

This also seemed to be confirmed in the retrospective interview that I did with the pair from case one of this paper. When I asked them for an evaluation of the language in their text, they said that they had probably made several mistakes which they had not noticed. They looked at the text again and pointed out the places in the text where they were in doubt about the correctness of the language. They chose a mixture of mistakes and a few correct forms, but at the same time they didn't "see" some mistakes which most teachers would consider elementary. (Cf. the words and phrases underlined in the table at page 5 of the paper).

In my further analysis I hope to clarify these points and To get to a clearer picture of the variation in the writing processes of intermediate students.